EXCERCISES

Basic & Advanced level

nice

Neutral and Inclusive Communication in Corporate Environments





#1 GENDER INCLUSIVE COMMUNICATION

EXERCISE TITLE: IDENTIFYING NON-INCLUSIVE LANGUAGE

Module Level	Basic
Thematic Module	B2. Tools, Practical Examples & Competences towards Neutral & Inclusive Communication.
Objective	Identify the use of non-inclusive and/or exclusionary language in the workplace.
Duration	15-20 min
Type	Self-reflection
Number of participants	1
Setting	Virtual

Instructions

Share instances in the workplace where inclusive and/or neutral language happens not to be used.

Emma was sitting at her desk, troubled by the congratulatory messages flooding her inbox. Apparently, her promotion was announced in the company newsletter, but the article focused more on her physical appearance than her professional accomplishments, sparking a discussion about the unintentional sexism embedded in workplace narratives.

→ **Step 1**: Write down **an instance** where you could identify the application of non-inclusive language in your workplace.

→ **Step 2**: Write down **how** the use of inclusive language in such instances could instead be used and how this could benefit the situation and the people involved.

Material	Computer, Internet
Additional Resources	Not available



#2 NEUTRALIZING WORDS

EXERCISE TITLE: NEUTRALIZING BIASED WORDS: TRANSFORMING LANGUAGE TO BE MORE INCLUSIVE

Module Level	Basic & Advanced
Thematic Module	B2. Tools, Practical Examples & Competences towards Neutral & Inclusive Communication.
Objective	To understand how important non-inclusive everyday terms are and by finding the more inclusive examples, to start using them.
Duration	20-30 min
Type	Quizs & role-playing for team activity. Individual
Number of participants	1
Setting	Virtual, one can do it at one's own time

Instructions

In this exercise, participants are given the tables below and are asked to provide alternative for the phrases in the right, with more inclusive words and phrases. You enrich the table below, and then proceed to fill out the exercises template.
Moreover, think of ways to rewrite the phrases provided in the table below by writing more inclusive and neutral alternatives.

Material	Some online apps can be used to add this exercise in the platform: Kahoot! (https://kahoot.com/), Edpuzzle/EdApp (https://edpuzzle.com/), Quizlet (https://quizlet.com/|)
Additional Resources	Not available

EXCERCISES BASIC LEVEL



Non-inclusive language	Inclusive language
“Hey guys, let’s get started!”	Hey everyone, let’s get started!
“The salesman should close the deal.”	The salesperson should close the deal.
“She’s emotional about the project.”	She is invested in this project.
“Our chairman will address the team.”	Our chairperson will address the team.
“The firemen saved my life”	The firefighters saved my life.
“Stewardess, can I have some water?”	Flight attendant, can I have some water?
“The waiter served our table.”	The server served our table.
“The delivery man dropped off the package.”	The delivery person dropped off the package.
“The janitor cleaned the office.”	The custodian cleaned the office.
“The mailman delivered the mail.”	The mail carrier delivered the mail.
“The policeman arrested the suspect.”	The police officer arrested the suspect.
“He’s a great businessman.”	He is a great business professional.
“The waitress took our order.”	The server took our order.
“He’s a handyman.“	They’re a skilled repair person.
“She’s a nurse.”	She is a healthcare professional.
He’s a mailman.”	He is a postal worker.



#3 GENDER INCLUSIVE COMMUNICATION



EXERCISE TITLE: "BREAKING THE BIAS: A STAND-UP COMEDY CHALLENGE"

Module Level	Inclusive language aknowledgment
Thematic Module	B2. Tools, Practical Examples & Competences towards Neutral & Inclusive Communication.
Objective	Employees learn to detect non-inclusive and inclusive communications within the workspace.
Duration	Part 1: 20 min Part2: 60 min preparation and 15 min presentation.
Type	Discussion and brainstorming, stand-up comedy performance
Number of participants	Part 1: group of 5-6 Part 2: One presenter and all participants
Setting	Face to face

Instructions

This exercise is implemented in two parts that can be implemented in different days or time during the day.

Part 1: Split participants in groups and ask them to identify and examine visual and verbal elements in their everyday corporate communications, associated with gender discrimination across three pillars of:

- sexist/gender bias,
- gender-neutral language, and
- gender-sensitive language

The examples can be real or imaginative (preferred real). Then ask all participants to categorise these into two lists:

- Do's and
- Don't.

Part 2: Invite a comedian or an actor as the main presenter of these findings. Ask the stand-up comedian to go through the nuances of biased language, utilising humour and satire to shed light on exclusive and inclusive language practices that was identified before.

Material	A conference room, audiovisual equipment, expert to run this exercise.
Additional Resources	a. Gender Sensitive communication toolkit b. Guide to avoid sexism language in public sector documents (Greek)



#4 IMPLEMENTING INCLUSIVE COMMUNICATION.

EXERCISE TITLE: IMPLEMENTING INCLUSIVE COMMUNICATION SKILLSET

Module Level	Inclusive language acknowledgment
Thematic Module	B2. Tools, Practical Examples & Competences towards Neutral & Inclusive Communication.
Objective	Employees learn to foster an atmosphere of respect, equity, and understanding among all employees in everyday corporate activities, regardless of their background, identity, or perspective.
Duration	90 min
Type	Presentations Group Activity through role-playing and guide creation
Number of participants	Part 1: group of 5-6
Setting	Face to face exercise On-line group activity

Instructions

The first part includes the presentation of main skillset for inclusive communication (also derives from theoretical part):

- Active Listening and the ability to listen to others' perspectives without judgment or interruption is crucial for fostering inclusivity.
- Clear and Transparent Communication avoiding argot, using plain language and tailor if are specific needs based on the audience.
- Empathy and understanding towards colleagues & experiences, perspectives, and challenges.
- Use of inclusive language that is respectful, inclusive, and free from stereotypes or biases is essential for creating a welcoming and inclusive environment.
- Awareness of the nonverbal communication elements as body language, facial expressions, and tone of voice can help prevent miscommunication and ensure that messages are received as intended.
- Equal time and space for all voices.

Then ask participants to split in groups and each group creates one role- playing scenario presenting an example of a negative application of one of the above topics.
Finally, all teams are presenting the role-play scenario with the examples.

Material	Wifi connection for on-line participation, Stationary equipment forgroups, projector and screen for theoretical part.
Additional Resources	Not available



#5 INTER-GENERATIONAL COMMUNICATION

EXERCISE TITLE: BUILDING BRIDGES BETWEEN GENERATIONS

Module Level	Basic
Thematic Module	B3. Understanding & Addressing Biases
Objective	Counter inter-generational biases by showcasing appreciation of different types of knowledge.
Duration	30 min
Type	Brainstorming, discussion
Number of participants	3-5
Setting	Face to face or Virtual

Instructions

1. Divide participants into small groups, ensuring a mix of different age groups in each group.
2. Introduce the objective of the exercise: to bridge the perceived generational gap, to explore and appreciate the diverse knowledge and experiences that each generation brings to the workplace
3. Ask participants to reflect individually on their own generational perspective and write down:
   - One stereotype commonly associated with their generation.
   - One positive attribute or strength they believe their generation brings to the workplace.
4. Instruct participants to keep the notes with the above stereotypes for the open discussion after the brainstorming session.
5. Provide each group with a set of scenario cards depicting common workplace challenges or situations (see example scenario cards or create others that better depict the dynamics of your workplace)
6. Instruct groups to brainstorm and discuss how members from different generations would approach each scenario based on their unique perspectives and expertise.
7. Encourage participants to identify specific skills, knowledge, or insights that each generation can contribute to addressing the challenges presented in the scenarios.
8. After the brainstorming session, reconvene as a whole group and invite representatives from each group to share key takeaways and insights from their discussions.
9. Facilitate a group discussion where participants share their reflections and insights based on the following prompts:



- How did your group approach the scenario? What were the key insights or perspectives shared by members from different generations?
- What specific skills, knowledge, or experiences did each generation bring to the table in addressing the scenario?
- Did any generational biases or stereotypes emerge during the discussion? How did your group address or overcome these biases?
- What stereotypes did you identify with your generation, and how do they influence workplace interactions?
- What positive attributes or strengths do you believe your generation contributes to the workplace?
- Were the stereotypes and positive attributes for generations,previously written down by each participant, confirmed or challenged?
- Conclude the exercise by highlighting the value of cross-generational collaboration and encouraging participants to apply the insights gained from the exercise in their day-to-day interactions with colleagues from different age groups.

Material

Provide any resources required for the exercise implementation (e.g.equipment, stationary material, wifi connection etc)

Example scenario cards for the brainstorming sessions:

Scenario 1: A team is struggling to adapt to a new software system implemented by management. Objective: Collaborate to identify challenges and find innovative solutions to improve team proficiency with the new software.

Scenario 2: A company is looking to revamp its marketing strategy to appeal to a younger demographic. Objective: Pool expertise from different generations to develop a comprehensive marketing strategy that resonates with the target audience.

Scenario 3: Two team members have a disagreement about the best approach to a project. Objective: Initiate conflict resolution and facilitate a constructive dialogue to find a resolution that respects both perspectives.

Additional Resources

Angela Ivey, How To Communicate Effectively In A Multigenerational Organization, Forbes, Oct 11, 2022 (link)

Hannah Downs, & Bridging the Gap: How the Generations Communicate,& Concordia Journal of Communication Research: Vol. 6, Article 6. (link)



#6 INCLUSIVE COMMUNICATION IN MULTICULTURAL WORKPLACE

EXERCISE TITLE: CULTURE MATCHING GAME

Module Level	Basic (or Advanced)
Thematic Module	B3. Understanding & Addressing Biases, Cultural awareness
Objective	Enhance cultural awareness and understanding among employees by matching cultural practices, traditions, and holidays with their respective cultural backgrounds.
Duration	30 min
Type	Matching
Number of participants	5 - 20
Setting	Face-to-face / Hybrid

Instructions

1. Begin by explaining the objective of the exercise: to deepen understanding and appreciation of different cultures in the workplace through a fun matching game.
2. Prepare a set of cards, each featuring a cultural practice, tradition, or holiday on one side, and the respective cultural background on the other side. Ensure the range of cultures in your workforce is represented.
3. Divide participants into small groups of 3-5 people, ensuring diversity within each group.
4. Distribute the cards evenly among the groups, ensuring that each group receives a mix of cultural practices, traditions, and holidays.
5. Instruct participants to work together to match each cultural practice, tradition, or holiday with its respective cultural background. Encourage them to discuss and share their knowledge and insights about each cultural item.
6. Set a time limit of 15-20 minutes for the groups to complete the matching activity.
7. After the time limit, reconvene as a larger group and invite each group to share their matches. Encourage them to explain their reasoning behind each match.



8. Facilitate a discussion about the diversity of cultural practices and traditions represented in the game. Highlight the similarities between cultures, and discuss the importance of cultural understanding and respect in the workplace.
9. Conclude the exercise by summarising key learnings and encouraging participants to continue exploring and celebrating cultural diversity in their interactions with colleagues.

Material	Cards displaying images of diverse: • Holidays such as Christmas, Ramadan, Hanukkah, Ederlezi, etc. • Traditions such as folk dances and clothing, national festivals and celebrations. • Cuisine such as popular dishes, techniques and ingredients.
Additional Resources	Not available



#7 THE EFFECT OF (NON) INCLUSIVE LANGUAGE

EXERCISE TITLE: THE EFFECT OF (NON) INCLUSIVE LANGUAGE

Module Level	Basic
Thematic Module	B3. Understanding & Addressing Biases
Objective	To investigate the effects of language in the workplace.
Duration	20 min
Type	Role-play
Number of participants	4-6
Setting	Face to face / Virtual / Hybrid

Instructions

1. Divide into two groups.
Setting: Assume you are on a break, at your workplace. Both groups starts a casual discussion all together by following the instructions below.
Group 1: Non-Inclusive Language Group Instructions:
- Start casually discussing by using general terms and pronouns.
- Overlook diversity and assume a homogeneous group.

Group 2: Inclusive Language Group Instructions:
- Start casually discussing by using gender-neutral terms, acknowledge different perspectives and consider accessibility.
- Try to promote an environment that values and respects individual differences and preferences.

2. Group 1: Share how you felt when you communicated without considering diversity and equality. How did non-inclusive communication affect collaboration and group dynamics?
3. Group 2: Share how you felt when you communicated and took diversity and equality into account. How did inclusive communication positively affect collaboration and group dynamics?
4. Group 1 & Group 2: What are the possible effects on team dynamics and decision making when we use or don't use inclusive language?

Material	No material needed.
Additional Resources	womensleadershiptoday.com



#8 PERSPECTIVE SHIFT

EXERCISE TITLE: PERSPECTIVE SHIFT

Module Level	Basic
Thematic Module	B3. Understanding & Addressing Biases
Objective	To highlight biases in perception and judgment.
Duration	40 min
Type	Group Game and Reflection
Number of participants	15-24
Setting	Face-to-face or online

Instructions

1. Divide into at least 3 groups of 5-8 people.
2. Present the scenario: "At a meeting, a 23-year-old intern makes a suggestion that is ignored. An older person makes the same suggestion, and it is welcomed."
3. Ask participants to discuss and write down their immediate thoughts, feelings, and assumptions about why this might have happened. Encourage them to reflect on their initial reactions.

Discussion Points:

- Discuss the assumptions made by participants about why the suggestion was ignored by the intern but accepted from the older person. Encourage honesty and exploration of biases.



- Prompt participants to reflect on their own experiences where they might have witnessed or been involved in similar situations. How did it make them feel? Did they act differently based on the age or status of the person speaking?
- Ask participants to switch roles mentally - imagine themselves as both the intern and the older person. How might their experiences and perspectives differ? Encourage empathy to understand the impact of biases from different angles.
- Discuss the various biases at play in this scenario, such as ageism, authority bias, or the tendency to dismiss ideas based on the perceived credibility of the person speaking.
- Brainstorm strategies to mitigate biases in decision-making situations. Encourage participants to suggest ways to create more inclusive and fair environments where ideas are evaluated based on merit, not the person presenting them.

Material	Paper, notebooks, visuals, markers. For online implementation: wifi, laptops, note apps.
Additional Resources	Not available



#9 GENDER SENSITIVE LANGUAGE- LANGUAGE AND IMAGINATION

EXERCISE TITLE: GENDER SENSITIVE LANGUAGE- LANGUAGE AND IMAGINATION

Module Level	Basic
Thematic Module	B3. Understanding & Addressing Biases
Objective	This exercise aims to help participants recognize the correlation between the names of professions (masculine, feminine or neutral) and the gender of the imagined person.
Duration	10-15 min
Type	Group activity and reflection.
Number of participants	Up to 10. If there are over 10 participants, split into smaller groups for reflection before sharing insights with the whole group.
Setting	Face to face/Virtual/Hybrid

Instructions

1. If you wish, close your eyes.
2. One person should slowly read the following professions: salesmen, salesperson, saleswomen, stewardess, seamstress, chairmen, fishermen, steward. *
3. Reflect either in smaller groups or as one large group. Ask yourselves:

a. Did the image remind you of someone you know, a movie character, or a public figure?

b. Did you imagine one gender more often? Did it depend on the feminine or masculine form of the word?

*Update this list based on your language and its specifics.

Material	Not available
Additional Resources	Not available



#1 COMMUNICATION WITH PERSONS WITH HEARING IMPAIRMENT



EXERCISE TITLE: SIGN LANGUAGE FOR BEGINNERS

Module Level	Advanced (or Basic)
Thematic Module	A1 – Understanding Diverse Groups and Intersectionality.
Objective	Learn basic words and expressions in sign language to facilitate your communication with persons with hearing impairments.
Duration	30 min
Type	Self-learning /role-playing
Number of participants	1-10
Setting	Virtual or Hybrid

Instructions

1. Open the suggested website alone or with a partner.
2. Choose your preferred sign language from the dropdown menu, if available, located in the upper right corner of the website. (*note that sign language differs depending on the country)
3. Learn the suggested words and expressions provided in Material to learn basic phrases used in the workplace.
4. Use the search engine on the website to find specific expressions, or explore the "Categories" section to learn suggested words and expressions.
5. If practicing with a partner, take turns signing the expressions to each other or engage in role-playing scenarios. If practicing alone, repeat the signs in front of a mirror to check hand shapes and movements.

Suggested words and expressions:

Welcome!
Hello!
Nice to meet you.
Goodbye!
Happy Birthday!
How are you?

Good!
Good luck!
Thank you!
No, thank you!
Can I help you?
I need your help.
I am sorry.
Week

Monday
Tuesday
Wednesday
Thursday
Friday
Weekend
Work plan
Deadline
Team

Additional Resources	https://www.spreadthesign.com/



#2 TALKING ABOUT SEXUAL ORIENTATION

EXERCISE TITLE: TALKING ABOUT SEXUAL ORIENTATION

Module Level	Advanced
Thematic Module	A1. Understanding Diverse Groups and Intersectionality
Objective	To cultivate empathy and understanding regarding sexual orientation by swapping perspectives in a given scenario. This exercise aims to foster empathy, deepen understanding, and promote respectful communication regarding diverse sexual orientations. It's essential to approach these discussions with sensitivity, empathy, and a willingness to learn from others' perspectives.
Duration	30 min
Type	Role Play & Group Reflection
Number of participants	15-24
Setting	Face to face/Virtual/Hybrid

Instructions

1. Participants will be divided into pairs.
2. One person in each pair will take on the role of the woman asking about her girlfriend, while the other will assume the role of the person who corrects her by suggesting"boyfriend" instead.
3. The person playing the woman: Begin by asking your partner"Did you see my girlfriend?" The person playing the responder: Respond by saying, "Did you mean boyfriend?"

Discussion points

- Discuss how each role felt when the correction was made. Explore emotions, assumptions, and any discomfort experienced.
- Switch roles. Let the person who initially played the responder take on the woman's role, and vice versa. Encourage them to consider the thoughts, emotions, and intentions of their new roles.



- Discuss how the choice of words (“girlfriend” vs. “boyfriend”) affects perceptions and feelings. Explore the importance of respectful language and its impact on creating a supportive environment.
- Encourage participants to reflect on how it feels to have one’s identity or relationships unintentionally invalidated. Discuss strategies for fostering an inclusive and accepting environment for diverse sexual orientations.
- Encourage participants to share personal experiences or insights gained from the exercise. Emphasize the value of empathy and understanding in navigating conversations about sexual orientation.
- Highlight the significance of open-mindedness, respectful communication, and the willingness to learn when discussing sensitive topics like sexual orientation. Discuss ways to create inclusive language and spaces for everyone.

Material	Paper, notebooks, visuals, markers. For online implementation: wifi, laptops, note apps.
Additional Resources	Not available



#3 TALKING ABOUT DISABILITY

EXERCISE TITLE: TALKING ABOUT DISABILITY

Module Level	Advanced
Thematic Module	A1. Understanding Diverse Groups and Intersectionality
Objective	To develop empathy and understanding. To explore how actions intended to help might sometimes hinder and to encourage perspective-taking in situations involving colleagues with disabilities. This exercise aims to foster empathy, understanding, and respectful interactions in workplaces involving colleagues with disabilities, emphasizing the importance of communication and avoiding assumptions.
Duration	30 min
Type	Role Play
Number of participants	15-24
Setting	Face-to-face or online



Instructions

1. Explain the scenario: “Two colleagues, Alex and Chris, work together in an office. Chris has a visual impairment but manages tasks independently. Alex, without being asked, frequently intervenes to help Chris with tasks assuming he needs assistance due to the disability.”
2. Divide participants into pairs, assigning each pair as Alex and Chris.
3. Ask the “Alex” participants to assume the role of someone continually offering help to their colleague without being asked.
4. Ask the “Chris” participants to assume the role of someone with a visual impairment who prefers handling tasks independently.
5. Allow them to enact a scenario where “Alex” keeps assisting “Chris” without being requested.

Discussion points

- How did it feel to continuously receive help without asking for it?
- What assumptions might “Alex” be making about “Chris” and his capabilities?
- How might this impact the working relationship between the two colleagues?

Material	Paper, notebooks, visuals, markers. For online implementation: wifi, laptops, note apps.
Additional Resources	Not available



#4 INTER- GENERATIONAL PRODUCTIVE COLLABORATION

EXERCISE TITLE: BUILDING BRIDGES: EMBRACING INCLUSIVE COMMUNICATION IN THE CORPORATE SPHERE

Module Level	Inclusive language acknowledgment
Thematic Module	A1. Understanding Diverse Groups and Intersectionality
Objective	Engage employees to the concept of Inclusive communication language across all generations.
Duration	60 min
Type	Group activity
Number of participants	Part 1: group of 5-6 among diverse generations
Setting	Face to face activity or virtual

Instructions

Ask participant to split in groups and assign each group to design a short campaign video for a social media platform, involving an influencer speaking about Inclusive communication for one of the pillars below:

- Gender
- Age
- Ethnicity
- Race/color
- Disability
- Sexual orientation

Ask teams to define the platform/ social media channel, the influencer, the tone of voice, the type of language, the narrative/story, the duration, the visuals and language specifics and the scenery and a possible moodboard. Then ask each team to present the campaign video elements.

Material	Internet connection, magazines, laptop, stationary material, elements for collage.
Additional Resources	Not available



#5 CONSTRUCTIVE FEEDBACK

EXERCISE TITLE: CONSTRUCTIVE FEEDBACK

Module Level	Advanced (or Basic)
Thematic Module	A2 – Nurturing Inclusive Communication culture
Objective	Enhancing the skills of providing and receiving feedback by using neutral and non-emotive language.
Duration	30 min
Type	Case-study, discussion, Group activity
Number of participants	5 – 15
Setting	Virtual or Hybrid

Instructions

1. Gather together a group of people equally representing Managers/Supervisors on the one hand, and officers or junior employees on the other. (e.g. 5 Managers, and 5 Junior officers), a one person (e.g. HR) in the role of facilitator.
2. Form two groups: Managers/Supervisors and Junior employees. Group 1 consists of Seniors (Managers/Supervisors), and Group 2 consists of Juniors (Officers or Junior employees).
3. Only the facilitator has access to the materials and gives instructions to the group step by step.
4. The facilitator reads Case 1 and then distributes the text of an email to every participant.
5. Allow five minutes for reading and in-group discussions.
6. Each participant presents their opinion on the text and shares what feelings were provoked in them (e.g., anger, motivation, encouragement, sadness, bitterness, indifference, etc.).
7. The facilitator records the observations and opinions shared on a whiteboard or flipchart.



8. The facilitator reads Case 2 and then distributes the text of an email to every participant.
9. Allow five minutes for reading and in-group discussions.
10. Each participant presents their opinion on the text and shares what feelings provoked (e.g. anger, motivation, encouragement, sadness, bitterness, indifference, etc.)

Material

- **Case 1**

Subject: Review of Project Report
Dear [Team Member],

I wanted to provide some feedback on the project report you submitted yesterday. Overall, I found it to be lacking in several key areas and not up to the standard we expect from our team.

Firstly, I noticed numerous grammatical errors throughout the document, which detracted from its professionalism. It's crucial to pay closer attention to detail and ensure that written communications are error-free.

Secondly, the analysis section of the report was insufficient and failed to provide meaningful insights into the data. We need to delve deeper into the findings and offer more insightful interpretations to add value to our stakeholders.

Additionally, I found the formatting to be inconsistent and messy, making it difficult to follow the flow of information. It's essential to maintain a consistent formatting style and ensure that the document is visually appealing and easy to read.

Overall, I expect to see significant improvements in the quality of your work moving forward. Please take these points into consideration and make the necessary revisions to the report by tomorrow.

Best regards,
[Manager's Name]



• **Case 2**

Subject: Feedback and Suggestions for Project Report
Dear [Team Member],

I hope this email finds you well. I wanted to take a moment to provide some feedback and suggestions regarding the project report you submitted yesterday. Overall, I appreciate the effort you put into this task and the valuable insights you've provided.

Firstly, I noticed a few areas where the report could be strengthened to better align with our team's standards and objectives. Specifically, I observed some minor grammatical errors scattered throughout the document. While these don't detract significantly from the content, paying closer attention to detail in proofreading will enhance the professionalism of our deliverables.

In terms of the analysis section, I believe there's an opportunity to delve deeper into the data and offer more robust interpretations. Providing additional context and insights will enrich the value of the report for our stakeholders and help drive informed decision-making. Regarding formatting, I understand that consistency can be challenging, especially with complex documents. I encourage you to review our style guide and templates to ensure a cohesive and visually appealing layout that facilitates readability. I want to emphasize that these suggestions are meant to support your growth and development as a member of our team. I'm confident that with your dedication and attention to detail, you'll continue to produce high-quality work that contributes to our success.

Please feel free to reach out if you have any questions or would like further clarification on any of the points raised. Thank you for your ongoing commitment to excellence.

Best regards,
[Manager's Name]

Additional Resources

Indeed, Indeed Editorial Team, "How to give constructive feedback at work (With examples)", 28 August 2023. Available at link. Pumble, Vladimir Samolovac,

How to Give Constructive Feedback in the Workplace: Best Examples and Tips, 22 February 2024. Available at link.

How to give constructive feedback at work (With examples)

How to Give Constructive Feedback in the Workplace: Best Examples and Tips



#6 INCLUSIVE LANGUAGE IN JOB OPENINGS

EXERCISE TITLE: INCLUSIVE LANGUAGE IN JOB OPENINGS

Module Level	Advanced
Thematic Module	A2. Nurturing Inclusive Communication culture
Objective	The goal of this exercise is to think about who we usually target in our job ads. Rewriting a job posting with a specific group of people in mind may help our job ad become more inclusive.
Duration	20-25 min
Type	Group activity and reflection
Number of participants	Up to 5, if there are more than 5 people, it is best to split into smaller groups.
Setting	Face to face/Virtual/Hybrid

Instructions

1. Divide participants into smaller teams (if necessary). Distribute the same basic job opening ad to all participants, ideally related to their organization's activities.
2. Assign each team with one social group (for instance, older women taking care of their parents, people from the LGBTIQ+ community, or people with visible or invisible disabilities).

* Each group needs to check the job ad and make sure it meets the needs of the social group they have been assigned to. Consider the following aspects when reviewing the job opening posting:

- Assess the words used and their gender implications.
- Evaluate the benefits offered by the company.
- Determine if the nature of the work is clear and identify any missing information.
- Discuss what information about the organization's work culture should be provided.
- Decide where the job ad should be posted.
- Choose an appropriate visual to accompany the job posting.
- Determine how individuals can inquire about the job offer.



- Determine how individuals can inquire about the job offer.
- Consider whether the company's commitment to ensuring equal opportunities should be indicated.
- Reflect what you would like to incorporate from this exercise to your company's communication about vacancies.

*Update this list based on a specific situation.

Material	Not available
Additional Resources	Not available



#7 COMMUNICATION IN A MICRO-INEQUALITY SITUATION

EXERCISE TITLE: COMMUNICATION IN A MICRO-INEQUALITY SITUATION

Module Level	Advanced
Thematic Module	A2. Nurturing Inclusive Communication culture
Objective	To enhance communication skills and address micro-inequalities in a professional setting
Duration	30 min
Type	Group Game and Reflection
Number of participants	15-24
Setting	Face to face or online

Instructions

1. Divide participants into 3 groups of 5-8 people.
2. Present the scenario: "During a meeting, Ana finds it challenging to intervene or contribute. When she finally speaks up, the others in the meeting begin using their laptops and phones, seemingly disregarding her input."
3. Encourage participants to reflect on times when they felt marginalized or unheard in a professional setting.
4. Encourage participants to brainstorm actionable steps to create a more inclusive meeting environment.

Material	Paper, notebooks, visuals, markers. For online implementation: wifi, laptops, note apps.
Additional Resources	Not available



#8 DEVELOPING AN INCLUSIVE COMMUNICATION PLAN

EXERCISE TITLE: DEVELOPING AN INCLUSIVE COMMUNICATION PLAN

Module Level	Advanced
Thematic Module	A3. Promoting Inclusive communication – starting with Leadership
Objective	To leverage a company's good practices, address the weaknesses (bad practices), and pursue new practices aligned with neutral and inclusive language.
Duration	20 min
Type	Policy/process development
Number of participants	1
Setting	Virtual

Instructions

1. Review your organisation's current language policies and assess their alignment with inclusive language principles.
2. List internal policies/initiatives that promote inclusive language.
3. Identify any practices that may be exclusionary.
4. Think of innovative strategies for inclusive language, considering diverse perspectives and potential impact, and exchange ideas with your peers, engaging in open dialogue to refine proposals.
5. Develop an Inclusive Language Plan outlining the implementation of new language practices, assigning roles, setting deadlines, and establishing accountability.
6. Present the Inclusive Communication Plan you developed to the management team.

Material	Stationary material, computer, internet,
Additional Resources	How can you create an inclusive language policy for all communities? How to Make Your Organization's Language More Inclusive



#9 NEURODIVERSITY AND ACCESSIBILITY OF INFORMATION

EXERCISE TITLE: NEURODIVERSITY AND ACCESSIBILITY OF INFORMATION

Module Level	Advanced
Thematic Module	A3. Promoting Inclusive communication – starting with Leadership
Objective	The objective of this exercise is to prompt participants to consider neurodiversity in the workplace and various preferences for information presentation.
Duration	15-20 min.
Type	Group activity and reflection
Number of participants	Up to 5, if there are more than 5 people, it is best to split into smaller groups.
Setting	Face to face/Virtual/Hybrid

Instructions

1. Divide participants into smaller groups (if necessary).
2. Read the following situation:

Alma, the manager of the company, always prepares presentations for the weekly meetings to keep her team engaged. She uses colorful slides with various fonts and pictures to make them interesting. Important information is underlined, deadlines are in italics, and key terms are highlighted. However, John, a new member of Alma's team, finds it hard to focus during these meetings. He often asks many questions afterward to understand the information discussed. After the third meeting, John approached Alma and suggested using different slides. He disclosed being neurodiverse and mentioned that he could hardly focus on such slides. Alma did not fully understand what John meant, but she appreciated his feedback. She thanked him and decided to seek advice from a colleague.



3. Discuss the following suggestions:

- If Alma were your colleague, what advice would you give her?
- What should be done in the organization so that observations, like John's about the effectiveness of communication, would be expressed earlier?
- How could Alma change her slides?

Material	Not available
Additional Resources	How to design visual learning resources for neurodiverse students Inclusive Design: Creating Web & Graphic Design for Neurodivergent Audiences



#10 INSPIRE LEADERSHIP INTO ADOPTING INCLUSIVE COMMUNICATION.

EXERCISE TITLE: WANNA BE A ROLE MODEL?

Module Level	Advanced
Thematic Module	A3. Promoting Inclusive communication – starting with Leadership
Objective	Corporate top management team enhancing inclusive communication skills an lead by example, inspiring positive change and foster a workplace culture where all employees feel valued, respected, and empowered to contribute their best.
Duration	2 h
Type	Presentations by quest speaker, group discussion and individual activity.
Number of participants	The group of Top management team
Setting	Face to face

Instructions

Invite a representative from diverse groups, to present the main elements and deeds for neutral and inclusive communication in the working environment. Engage in interactive discussions among the group, enhancing their understanding and application of inclusive communication principles within the corporate context . Then ask participants to work individually in identifying what elements of inclusive communication can be addressed differently in their function and shape a draft action plan with: The 5 actions of tomorrow.

Material	Presentations, projector, stationary
Additional Resources	Not available